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ABSTRACT

The Student College Experience Survey of Santa Barbara City College (California) is intended to determine students' levels of satisfaction with various aspects of the college life, including environment, instruction, and services. The survey also aims at determining student characteristics not available from the data collected through the student information system, such as ownership and use of computers, e-mail and Internet access, participation in out-of-class activities, and preferences for course scheduling and location. More than 1,000 students replied to the survey--a 58% response rate. Report highlights include: (1) eighty percent of the respondents were employed, 56% at least 20 hours/week; (2) of the students who were employed, 46% reported that their job was not related to their major and 29% reported that it was related or somewhat related; (3) the majority of the students expressed a high degree of satisfaction with the quality of the instruction, relationships with faculty and faculty availability, course offerings, support services, and the learning environment at the college; (4) eighty-two percent of the respondents owned a computer (compared to 63% in 1997); and (5) computer ownership did not vary by gender but some variations did occur by age and ethnicity, with younger students owning a computer at higher rates than older students, and Filipino and Hispanic students owning a computer at lower rates than the other ethnic groups. Study questionnaire, including survey Forms 1, 2, and 3, is appended. (Contains 53 tables.) (JA)

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Student College Experiences Survey Spring 2001

Institutional Assessment, Research and Planning

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June 2001

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Table of Contents

Executive Summary 3

Introduction 5

Research Design and Method 5

Responses 7

Discussion and Implications for the College 28

Appendix 1. Survey Form 1 30

Appendix 2. Student Form 2 33

Appendix 3. Survey Form 3 37

Executive Summary

In Spring 2001, the college has conducted its three-annual Student College Experiences Survey. The survey is intended to determine students' level of satisfaction with various aspects of the college life including environment, instruction, and services. The survey also aims at determining student characteristics not available from the data collected through the student information system such as ownership and use of computers, e-mail and Internet access, participation in out-of-class activities, and preferences for course scheduling and location. The results of this survey are used to identify areas with which students are satisfied and those that need improvement. The survey is not intended to assess student satisfaction with any particular class.

Using a matrix sampling technique, three different forms of the Student College Experiences Survey were administered to students enrolled in 60 representative on-campus classes at SBCC with a total enrollment of 1,792 students (13% of all Spring 2001 SBCC students). Responses were obtained from 50 sections (83%) and 1,031 students (58%). Respondents were generally representative of the student population. Hispanic students were somewhat under-represented and full-time students over-represented.

Overall, the results of the 2001 survey indicate a high degree of satisfaction with the various aspects of the college. The results are consistent to a large degree to the 1997 survey except for areas such as computer ownership, Internet access and e-mail, where significant progress has occurred.

The main findings of the survey are as follows:

- 80% of the respondents were employed, 56% at least 20 hours/week. Of the students who were employed, 46% reported that their job was not related to their major and 29% reported that it was related or somewhat related (compared to 46% related or somewhat related in 1997). Older students tend to have jobs related to their majors in higher proportion than younger students. This finding has implications for the recruitment, enrollment management and marketing approaches of the college as they related to more mature students.
- The majority of the students expressed a high degree of satisfaction with the quality of the instruction, relations with faculty and faculty availability, course offerings, support services and the learning environment at the college. The enrollment and registration process appears to draw some lack of satisfaction than other areas mentioned, with 12% of the respondents thinking that the enrollment and registration process is not efficient and convenient. However, 59% of the respondents strongly agreed or agreed to the contrary. The enrollment process will be greatly enhanced by the web-based student service that will be available with the Oracle Student System.
- The perceived progress made in various academic and non-academic areas is generally good. Several areas appeared as more problematic, with 25% of more respondents indicating that they made no progress in the following:
    a. Developing an ability to speak and understand another language
    b. Understanding mathematical concepts such as probabilities, proportions, etc.
    c. Solving problems using math
    d. Developing an understanding of scientific concepts
    e. Developing good health habits and physical fitness

  The Student Success team might want to consider these findings in their discussions and search for strategies for success.
- 82% of the respondents owned a computer (compared to 63% in 1997). Computer ownership does not vary by gender but some variations did occur by age and ethnicity, with younger students owning a computer at higher rates than older students and Filipino and Hispanic student owning a computer at lower rates than the other ethnic groups.

- 89% of the respondents had Internet access and 85% had an e-mail account. The most notable finding in this category of questions was that 67% of the respondents 60 or older do not have Internet access.
- Students participation in out-of-class activities is limited. 23% of the respondents were interested in participating in a sport while at SBCC but only 6% actually did.
- 84% of the respondents would attend SBCC again if they were starting over. The positive responses were generally across all student groups. International, Asian-American and non-native English speakers, respectively were the groups with somewhat lower percentages indicating that they would attend SBCC again (72%, 68% and 79%, respectively).
- 64% of the respondents felt they encountered some obstacle that prevented them from being successful. The top three obstacles in descending order were: work schedule (31%), instructor's teaching style/approach (24%) and family responsibility (22%).
- The impact of printed sources of information is still high but lower than in 1997. More students indicated using the web for obtaining information about the college than in 1997.
- Students continue to be interested in alternative methods of instructional delivery. The top choice was a combination of online and on-campus (57%) while online only was the least desired option (35%). This latter finding is somewhat contradictory to the trend of expanding online higher education but is consistent with the direction in which the college is moving of offering more hybrid (combination online and on campus) classes than totally online classes (upcoming evaluation of online classes – Fall 1999 – Fall 2000).
- Students are more interested in the 16-week schedule than the 9-week schedule (69% compared to 59%).

The findings of the survey provide support for the directions the college is taking regarding alternative scheduling and instructional delivery, expanding courses and certificates related to occupational skills, enhancement of students services and their integration with instruction. The significant progress made in computer ownership by students will facilitate these directions. Some areas of concern do exist, including the lower rate of computer ownership by Hispanic students and the lack of perceived progress in areas such as math and sciences.

Overall, the results of the survey re-affirm the efforts of the college, its faculty and staff to maintain an academic, physical and psychological environment that facilitates student success and students' satisfaction with their college experiences at SBCC.

Introduction

Once every three years the college conducts an extensive survey to determine students' level of satisfaction with various aspects of the college life including environment, instruction, and services. The survey also aims at determining student characteristics not available from the data collected through the student information system such as ownership and use of computers, e-mail and Internet, participation in out-of-class activities, and preferences for course scheduling and location. The results of this survey are used to identify areas with which students are satisfied and those that need improvement. The survey is not intended to assess student satisfaction with any particular class.

Research Design and Method

Using a matrix sampling technique, three different forms of the Student College Experiences Survey were administered to students enrolled in 60 representative on-campus classes at SBCC with a total enrollment of 1,792 students (13% of all Spring 2001 SBCC students). Responses were obtained from 50 sections (83%) and 1,031 students (58%). On all three forms of the survey, students responded to 14 questions capturing information regarding basic demographics, academic standing, unit load, employment, main reason for attending SBCC and participation in special programs such as financial aid, Transfer Achievement Program, EOPS, and others. Depending on which form was completed, students additionally responded to questions regarding 1) their satisfaction with SBCC, 2) ownership and usage of computers, e-mail, access to Internet, 3) information sources about SBCC, 4) estimate of gain in various academic and general skills and knowledge, 5) preference for course scheduling and location, 5) use of the housing office, and 6) participation in out-of-class activities.

Demographic Characteristics

Respondents were generally representative of SBCC students on most demographic characteristics. Hispanic students appear to be slightly under-represented in the respondent group and Asians slightly over-represented (see Tables 1- 5). International students are also somewhat over-represented. Because the sections selected concentrated only on on-campus sections, the group of 17 or younger is slightly under-represented (a large number in this group take classes taught at their high schools though the dual enrollment classes) and the 18-21 age group is somewhat over-represented (see Table 1).

Table 1. Age

Age	Survey Respondents	All Spring 2001 SBCC Students
17 or younger	3%	6%
18-21	50%	43%
22-29	26%	26%
30-39	11%	12%
40-59	9%	11%
60 or older	1%	2%

Note: figures may not total 100% due to rounding

Table 2. Gender

Gender	Survey Respondents	All Spring 2001 SBCC Students
Male	52%	50%
Female	48%	50%

Table 3. Ethnicity

What is your predominant ethnic background?	Survey Respondents	All Spring 2001 SBCC Students
Asian-American	8%	6%
Black/African American/Non-Hispanic	1%	2%
Hispanic	21%	25%
White/Non-Hispanic	62%	59%
American Indian/Alaskan Native	1%	1%
Filipino	1%	1%
Other	5%	6%

Note: figures may not total 100% due to rounding

Table 4. Native Language

Is English your native language?	Survey Respondents
Yes	73%
No	27%

Table 5. International Students

Are you an international student?	Survey Respondents	All Spring 2001 SBCC Students
Yes	8%	4%
No	92%	96%

Responses

This section presents the student responses. They are following the topical clusters included in the three forms.

Employment

As in the 1997 survey, 20% of the respondents indicated that they were not currently employed. 24% said that they were employed less than 20 hours per week. 34% worked 30 or more hours per week (see Table 6). Only 14% of the respondents indicated that their employment is related to their major at SBCC and 15% indicated somewhat related (see Table 7). 46% said that their employment is not related to their major. As expected, students younger than 17 and those 60 or older have the highest percentages of unemployed respondents. The 40-49 age group has the highest percentage of responses indicating that their employment is related or somewhat related to their major at SBCC – 47%. The next higher percentage is for students in the 30-39 age group – 38%. Again, this is consistent with the results of the 1997 survey and it is an indication that mature students are more likely to come to SBCC for courses that are related to their jobs and to enhance their skills (see Table 8). This finding has implications for the recruitment, enrollment management and marketing approaches of the college as they related to more mature students.

Table 6. Hours of Employment Per Week

During the time college is in session, about how many hours a week do you usually spend working for pay?	
0 hours	20%
1-19 hours	24%
20-29 hours	22%
30-39 hours	15%
40 hours or more	19%

Note: figures may not total 100% due to rounding

Table 7. Relationship of Employment to Major

Is your employment related to your major?	
Related	14%
Somewhat related	15%
Not related	46%
Not employed	16%
No declared major at SBCC	10%

Note: figures may not total 100% due to rounding

Table 8. Related Employment By Age

	Related	Somewhat Related	Not Related	Not Employed	No Declared SBCC Major
17 or younger	8%	4%	23%	38%	27%
18-21	8%	15%	51%	18%	9%
22-29	16%	16%	47%	14%	8%
30-39	21%	17%	39%	12%	12%
40-59	33%	14%	34%	6%	12%
60 or older	0%	0%	33%	50%	17%

Note: figures may not total 100% due to rounding

Academic Standing

To the extent that the responses are accurate (in numerous studies it has been found that there is a tendency to inflate the self reported GPAs), students in the survey have higher GPAs than SBCC students and significantly more of them are full time (see Tables 9 and 10).

Table 9. Cumulative GPA

What is your cumulative GPA at SBCC?	
Less than 1.99	2%
Between 2.00-2.49	9%
Between 2.50-2.99	18%
Between 3.00-3.49	21%
3.50 or higher	21%
1st Semester at SBCC - no GPA yet	10%
Not certain	19%

Note: figures may not total 100% due to rounding

Table 10. Spring 2001 Unit Load

In how many units are you enrolled this semester?	
1-6.9 units	25%
7-11.9 units	23%
12-14.9 units	37%
15 units or more	15%

69% of the respondents completed or were about to have completed at least 16 units at SBCC (see Table 11). This is relevant as it relates to the time and opportunity students have had to developed informed perceptions about the various aspects addressed in the questionnaires.

Table 11. Total Units Completed at SBCC

Including the units you are taking now, what is the total number of course units you have completed at SBCC?	
1-15 units	23%
16-30 units	24%
31-45 units	15%
46-60 units	15%
Over 60 units	15%
Not certain	8%

Note: figures may not total 100% due to rounding

Study and Time Spent on Campus Per Week

Respondents appear to be split between spending either less than 4 hours per week for study or more than 4 hours per week (see Table 12). This is consistent with their distribution by unit load, as full time students tend to generally spend more time for study than part-time students.

Table 12. Study Hours per Week

About how many hours a week do you usually spend preparing for all your classes (e.g., reading, studying, completing	
Less than 2 hours	15%
Between 2-4 hours	33%
Between 5-8 hours	30%
More than 8 hours	22%

Note: figures may not total 100% due to rounding

The majority of students – 69% - spend less than 4 hours per week on campus in addition to their classes (see Table 13). This is expected, as students in community colleges are generally not likely to spend significant time on campus.

Table 13. Hours per Week on Campus not Including Class Attendance

About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?	
Less than 2 hours	42%
Between 2-4 hours	27%
Between 5-8 hours	16%
More than 8 hours	16%

Note: figures may not total 100% due to rounding

Reason for Attending SBCC

53% of the respondents indicated that their primary reason for attending SBCC was to prepare for transfer to a four-year college or university. This percentage is higher than the 40% of all Spring 2001 students who indicated a similar goal in their applications. The difference could be explained by the larger percentage of respondents in the 18-21 age group who are more likely to seek transfer.

Table 14. Reason for Attending SBCC

What is your most important reason for attending SBCC at this time?	
To satisfy a personal interest (cultural, social, meet people my age, etc.)	6%
To prepare for transfer to a four-year college or university	53%
To improve my English, reading, or math skills	3%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	7%
To gain skills necessary to enter a new job or occupation	9%
To explore my career interests/options	8%
To earn a vocational certificate	2%
To complete an AA or AS Degree	10%
Other	2%

Note: figures may not total 100% due to rounding

Participation in Special Programs

Many respondents did not fill in the information regarding participation in special programs at SBCC thus the percentages in Table 15 appear very low.

Table 15. Participation in Special Programs

Are you in: (more than one answer allowed)	
EOPS/CARE	10%
TAP	5%
DSPS	5%
Athletics	5%
ESL classes	6%
Financial Aid	17%

Use of Computers

The 2001 survey reveals significant differences in terms of computer ownership compared to the 1997 responses. In 2001, 82% of the respondents owned a computer compared to 63% in 1997. Additionally, 5% plan to purchase one in the next year (see Table 16). The 2001 responses indicate that computer ownership does not differ based on gender (see Table 17). However, there are some differences based on age group. The 22-29 age group has the lowest percentage – 73% - of respondents who indicated computer ownership. The next low percentage is 79% for the 40-59 age group. For the students 21 or younger, the percentage is 86% or higher. There are also slight differences by ethnicity, with the Filipino and Hispanic respondents having the lowest percentages of computer ownership –60% and 70%, respectively. 100% of the Black students indicated that they have a computer. 77% of the non-English native speakers owned a computer compared to 83% of the English-native speakers (see Table 20). These responses suggest that there are still some differences between student groups in terms of computer ownership.

Table 16. Computers Ownership

Do you own a personal computer?	
Yes	82%
No	13%
Plan to purchase one in the next year	5%

Table 17. Computer Ownership By Gender

	Own a computer	Do not own a computer	Will purchase a computer within the next year
Male	82%	12%	6%
Female	81%	15%	4%

Note: figures may not total 100% due to rounding

Table 18. Computer Ownership By Age

	Own a computer	Do not own a computer	Will purchase a computer within the next year
17 or younger	88%	12%	0%
18-21	86%	10%	5%
22-29	73%	20%	7%
30-39	85%	13%	3%
40-59	79%	14%	7%
60 or older	100%	0%	0%

Note: figures may not total 100% due to rounding

Table 19. Computer Ownership By Ethnicity

	Own a computer	Do not own a computer	Will purchase a computer within the next year
Asian-American	94%	6%	0%
Black/African-American/Non-Hispanic	100%	0%	0%
Hispanic	70%	14%	10%
White/Non-Hispanic	84%	11%	5%
American Indian/Alaskan Native*	NA	NA	NA
Filipino	60%	40%	0%
Other	83%	13%	4%

Note: figures may not total 100% due to rounding

****In the subsample responding to the Survey form contain the section on computer usage, there were no American Indian/Alaskan Native***

Table 20. Computer Ownership By Native Language

	Own a computer	Do not own a computer	Will purchase a computer within the next year
English is native language	83%	12%	5%
English is not native language	77%	17%	6%

Note: figures may not total 100% due to rounding

Along with a high percentage of computer ownership, respondents also indicated a high percentage of access to the Internet. Interestingly, the Internet access percentage is higher than the percentage of computer ownership, which might be a reflection of the fact that some respondents have Internet access at work but do not own a computer (see Table 21). Again, there are no differences in terms of gender. In terms of age, all age groups have similar percentages indicating Internet access except for the 60 or older of whom only 33% indicated having Internet access (see Table 23). The differences by ethnicity and by native language are less significant than in the case of ownership, with all groups indicating at least 80% access (see Tables 24 and 25). Somewhat surprising is that Black students who indicate 100% computer ownership have a lower percentage indicating internet access – 80% than Hispanic students who indicate 86% internet access. Internet access also allows having an e-mail account, thus the percentage of respondents indicating having an e-mail account is very similar to that indicating Internet access – 85% compared to 89% (see Table 26).

Table 21. Internet Access

Do you have internet access?	
Yes	89%
No	11%
If yes, where? (more than one answer allowed)	
Home	77%
Work	23%
SBCC	44%
Other	10%

Table 22. Internet Access By Gender

	Internet Access	No Internet Access
Male	88%	12%
Female	89%	11%

Note: figures may not total 100% due to rounding

Table 23. Internet Access By Age

	Internet Access	No Internet Access
17 or younger	88%	12%
18-21	93%	7%
22-29	85%	15%
30-39	85%	15%
40-59	82%	18%
60 or older	33%	67%

Note: figures may not total 100% due to rounding

Table 24. Internet Access By Ethnicity

	Internet Access	No Internet Access
Asian-American	90%	10%
Black/African-American/Non-Hispanic	80%	20%
Hispanic	86%	14%
White/Non-Hispanic	89%	11%
American Indian/Alaskan Native*	NA	NA
Filipino	80%	20%
Other	91%	9%

Note: figures may not total 100% due to rounding

****In the subsample responding to the Survey form contain the section on computer usage, there were no American Indian/Alaskan Native***

Table 25. Internet Access By Native Language

	Internet Access	No Internet Access
English is native language	90%	10%
English is not native language	84%	16%

Note: figures may not total 100% due to rounding

Table 26. E-mail

Do you have your own email account?	
Yes	85%
No	15%
If yes, is the email account:	
Provided by your job	2%
Personal	84%
Both	14%

Students rely most extensively than expected on using a computer at SBCC to complete course assignments that require using a computer – 39% (this question allowed multiple responses); 77% of the respondents would use a computer at home (see Table 27).

Table 27. Use of Computers in Completing Course-related Assignments

If you were asked to complete a course-related assignment that required using a computer, how would you complete the assignment? (more than one answer allowed)	
Use a computer at home	77%
Use a computer at work	9%
Use a computer at SBCC	39%
Use a computer located in an off-campus site other than my home or workplace	9%

A very high percentage of respondents indicated that they have mastered the computer well enough to complete assignments in their classes – 86%. However, this still leaves 13% of respondents who felt they are not at a level of computer mastery with which they feel comfortable (see Table 28). Only 5% of the respondents indicated they needed special technology to accommodate a physical or learning disability. This is slight lower than the percentage of students served through the DSPS, which has been 6.5% (DSPS students as a percentage of all SBCC students) for Spring 2001 (see Table 29).

Table 28. Computer Mastery

Do you feel you have mastered the computer well enough to complete assignments in your academic classes?	
Yes	86%
No	13%
Not applicable	1%

Table 29. Disability Needs in Computer Usage

When using a computer, do you need any special technology to accommodate a physical or learning disability?	
No	93%
Yes	5%
Not certain	2%

Information About SBCC

Compared to 1997, students responding to the 2001 survey indicated greater reliance on the Internet-based information on SBCC within the last year – 37% compared to 26% in 1997. The percentage of respondents who utilized the SBCC catalog and/or direct-mail of the class scheduled decreased to 65% in 2001 from 75% in 1997 (see Table 30). Also decreased were the percentages using the News Press and the Independent. In 1997, 35% and 32% respectively, used each of the two newspapers. In 2001, these percentages dropped to 20% and 15%, respectively. The impact of the letter from SBCC has also decreased from 66% in 1997 to 44% in 2001. Other than the increase in the use of the Internet as an informational source, most of the other media have declined in impact. This does not necessarily mean less interest in SBCC or diminished effectiveness of the marketing conducted by the college. However, this reinforces the idea that maintaining the web site of the college current and up to date is an of increasing importance.

Table 30. Sources of Information About SBCC

We have used the following sources to inform the public about the College. Which of the following announcements did you hear or see this past year? (more than one answer allowed)	
Information from the SBCC Catalog and/or direct-mail Class Schedule	65%
Announcements on the radio station(s)	15%
Letter from SBCC	44%
Santa Barbara News-Press	20%
Santa Barbara Independent	15%
KEYT (television)	13%
Channel 18, 19, or 8 (cable announcements)	4%
Internet-based information about the College (SBCC Website)	37%
Presentation by SBCC staff at high school and/or community college events (e.g., SBCC Preview Night)	12%
Information from published directories/guides such as Peterson's Guide to Two-Year Colleges	3%
Other	5%

Estimate of Gains

The perceptions related to the gains one makes while in college are very important as they are one way of addressing the issue of the value added by the college. Table 31 presents the collapsed responses for those who indicated that they have gained Very Much or Quite a Bit in the areas specified. The area where most students felt they gained significantly are understanding themselves and their abilities and developing career goals. The areas with the lowest perception of gain were:

a) Developing an appreciation of arts and music – 29%
b) Developing an ability to speak and understand another language – 29%
c) Developing an interest in political and economic events

Other areas of importance such as understanding mathematical concepts and five others (including solving problems using math) received between 30 and 39% responses indicating significant gain. In five of these nine areas, 25% or more of the respondents felt they made no progress while at SBCC (see Table 32). They are:

b) Developing an ability to speak and understand another language
c) Understanding mathematical concepts such as probabilities, proportions, etc.
d) Solving problems using math
e) Developing an understanding of scientific concepts
f) Developing good health habits and physical fitness

These five areas of relatively low or only moderate gain should be discussed further with groups such the Student Success cross functional team for identification of possible strategies that could lead to improvements.

Table 31. Estimate of Gains– Collapsed Responses for Very Much or Quite a Bit

In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?	Very Much or Quite a Bit		Very Much or Quite a Bit
Understanding myself, my abilities, and interests	71%	Solving problems using math	39%
Developing career goals	61%	Developing good health habits and physical fitness	38%
Developing the ability to learn on my own, pursue ideas, and find information I need	59%	Seeing the importance of history to understand the present as well as the past	36%
Becoming aware of different philosophies, cultures, and ways of life	53%	Learning more about other parts of the world and other people (e.g., Asia, Africa,	34%
Acquiring the skills to enter the workforce or advance my career	52%	Developing an understanding of scientific concepts	33%
Putting ideas together to see relationships, similarities, and differences	50%	Understanding mathematical concepts such as probabilities, proportions, etc.	32%
Developing good self-management habits for success in college/life	49%	Developing an appreciation of arts and music	29%
Developing an understanding and enjoyment of literature (e.g., novels stories, essays, poetry)	40%	Developing an ability to speak and understand another language	29%
Acquiring the ability to use computers	40%	Developing an interest in political and economic events	28%

Note: figures may not total 100% due to rounding

Table 32. Estimate of Gains – Detail Responses

	Responses (%)				
In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?	Very Much	Quite a Bit	Some	Very Little	None
Understanding myself, my abilities, and interests	33%	38%	21%	5%	4%
Developing career goals	27%	34%	24%	8%	8%
Developing the ability to learn on my own, pursue ideas, and find information I need	22%	37%	26%	9%	6%
Becoming aware of different philosophies, cultures, and ways of life	20%	33%	28%	8%	10%
Acquiring the skills to enter the workforce or advance my career	23%	29%	28%	12%	9%
Putting ideas together to see relationships, similarities, and differences	20%	30%	35%	8%	7%
Developing an understanding and enjoyment of literature (e.g., novels stories, essays, poetry)	14%	26%	32%	11%	16%
Acquiring the ability to use computers	19%	21%	30%	12%	18%
Solving problems using math	16%	23%	21%	12%	27%
Learning more about other parts of the world and other people (e.g., Asia, Africa, Europe, South America, Australia)	15%	19%	25%	19%	22%
Developing an understanding of scientific concepts	13%	20%	26%	16%	25%
Understanding mathematical concepts such as probabilities, proportions, etc.	13%	19%	24%	16%	29%
Developing an appreciation of arts and music	13%	16%	29%	18%	24%
Developing an ability to speak and understand another language	16%	13%	12%	12%	46%
Developing an interest in political and economic events	9%	19%	30%	20%	22%

Note: figures may not total 100% due to rounding

Housing

As in the prior survey, the percentage of students who used the Housing Office is very low – 9% (see Table 33). The percentage of the students who were not aware that the college has such an office was 23%.

Table 33. Housing

Did you use the College's Housing Office to find a place to live while attending classes at SBCC?	
Yes	9%
No, I did not need the services of the Housing Office	68%
No, I was not aware that the College has a Housing Office	23%

Student Satisfaction with SBCC

Students were asked 15 questions regarding their overall satisfaction with various areas of the college. Table 34 presents the collapsed percentages received by those choosing Strongly Agree or Agree to the statements in the questionnaire. Satisfaction continues to be very high in most areas as it was in 1997. As in 1997, faculty receive the highest mark, 91% of the respondents agreeing that faculty are knowledgeable in their fields. The percentages are generally very high for all 15 statements. The only item where the percentage fell under 60 is regarding the convenience and efficiency of the enrollment and registration process (59%). This process will be greatly improved by the web self service capabilities of the Oracle Student System to be implemented next year.

Table 34. Student Satisfaction with SBCC – Collapsed Responses for Strongly Agree or Agree

Based on your experiences at SBCC, to what extent do you agree with each of the following statements?	Strongly Agree or Agree
Faculty are knowledgeable in their fields	91%
I am able to experience intellectual growth at the College	88%
On the whole, the College campus and classrooms are well maintained	85%
There is a good variety of courses offered at SBCC	84%
The quality of instruction in most classes is excellent	81%
My instructors are helpful and supportive	81%
There are places on campus to meet and study with other students	80%
When needed I am able to meet my instructors outside of class	78%
The College's staff with whom I have had contact are helpful, considerate, and knowledgeable	76%
Most students at SBCC are friendly and supportive of one another	74%
Classes are scheduled at times that are convenient	71%
My instructors provide me with timely feedback on my class performance	69%
The classes I needed were available when I registered	68%
The College's counselors with whom I have contact with are helpful, considerate, and knowledgeable	62%
The College enrollment and registration processes are convenient and efficient	59%

Table 35. Student Satisfaction with SBCC - Detailed Responses

	Responses (%)				
Based on your experiences at SBCC, to what extent do you agree with each of the following statements?	Strongly Agree	Agree	Somewhat Agree	Disagree	Not Sure
Faculty are knowledgeable in their fields	36%	55%	8%	1%	1%
I am able to experience intellectual growth at the College	37%	51%	10%	1%	1%
On the whole, the College campus and classrooms are well maintained	33%	52%	10%	2%	2%
There is a good variety of courses offered at SBCC	30%	54%	11%	5%	1%
The quality of instruction in most classes is excellent	31%	50%	15%	3%	1%
My instructors are helpful and supportive	30%	51%	17%	1%	1%
There are places on campus to meet and study with other students	27%	53%	10%	3%	7%
When needed I am able to meet my instructors outside of class	28%	50%	13%	4%	5%
The College's staff with whom I have had contact are helpful, considerate, and knowledgeable	21%	55%	16%	3%	5%
Most students at SBCC are friendly and supportive of one another	18%	56%	19%	4%	2%
Classes are scheduled at times that are convenient	21%	50%	23%	5%	1%
My instructors provide me with timely feedback on my class performance	20%	49%	22%	7%	2%
The classes I needed were available when I registered	30%	38%	23%	9%	1%
The College's counselors with whom I have contact with are helpful, considerate, and knowledgeable	24%	38%	18%	7%	13%
The College enrollment and registration processes are convenient and efficient	17%	42%	28%	12%	1%

Note: figures may not total 100% due to rounding

Participation In Out-of-Class Activities

Participation in out-of-class activities is generally very low. These responses are consistent with the responses reported regarding the number of hours spent on campus not including class attendance discussed earlier. 26% of the respondents indicated that they read the Channels often of very often (see Table 36). The other activities listed in Table 36 received only low percentages of frequent participation.

The Santa Barbara Art Museum and theater and music productions off-campus appear somewhat more popular, with at least 33% of the respondents indicating that they participated in such an event this academic year (2000-01). On-campus theatre or music productions follow next with 29% (see Table 37).

Table 36. Participation In Out-of-Class Activities (a)

How often have you:	Very Often	Often	Occasionally	Never
Read the Channels to learn about events taking place on campus	10%	16%	33%	41%
Attended a college-sponsored career development or transfer information activity on campus (e.g., Transfer Day, Career Day, UCSB Major Day)	2%	9%	27%	61%
Attended a meeting of a student club or organization	2%	4%	13%	81%
Attended a noontime college-sponsored activity on campus (e.g., speakers, bands)	1%	4%	24%	70%

Note: figures may not total 100% due to rounding

Table 37. Participation In Out-of-Class Activities (b)

During the current academic year, have you: (more than one answer allowed)	
Visited the Santa Barbara Art Museum	34%
Attended a theatre production or music concert off-campus	33%
Attended a theatre production (play) or music concert at SBCC	29%
Visited the Santa Barbara Botanical Garden	25%
Attended an athletic event at SBCC	18%
Participated in a community volunteer activity	17%
Participated in campus-based clubs and organizations	9%
Participated in intercollegiate athletics	6%

23% of the respondents indicated interest in participating in an intercollegiate sports team while studying at SBCC (see Table 38) but only 6% did actually participate in 2000-01.

Table 38. Interest in Intercollegiate Sports While at SBCC

Are you interested in participating in an intercollegiate sports team at SBCC?	
Yes	23%
No	77%

College Environment

Students are giving high marks to all aspects of the college environment addressed in the survey. 82% of the respondents indicated that most or all of the courses they take at SBCC are challenging and stimulating (see Table 39). 87% of the respondents thought that SBCC is a stimulating place to be most or all the time (see Table 40). 84% of the respondents indicated that they would attend SBCC if they were to start over (see Table 43). The responses to this later question are the same and highly positive regardless of gender (see Table 44). Younger students tend to have a slightly higher percentage of students who indicated that they would not attend SBCC again than older students (see Table 45) – 8% and 7% of the students 17 or younger and those in the 18-21 age group would not attend SBCC again compared to 4% in the 22-29 group, 3% in the 30-39 age group and 0% in the group of students 40 or older. In terms of ethnicity, Asian-American students have the highest percentage – 14% - who indicated that they would not attend SBCC again. Non-native English speakers are also slightly less inclined to attend SBCC again compared to native-English speakers: 79% of the non-native English speakers would attend again compared to 86% of the native English speakers (see Table 47). Consistent with these responses, international students are somewhat less enthusiastic than domestic students 72% of the international students would attend again compared to 85% of the domestic students (see Table 48).

Table 39. Perceptions About Courses

How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?	
All	33%
Most	49%
Some	13%
Few	3%
None	2%

Note: figures may not total 100% due to rounding

Table 40. Perceptions about SBCC

Do you feel that SBCC is a stimulating place to be?	
All of the time	29%
Most of the time	58%
Some of the time	11%
Seldom	2%

Note: figures may not total 100% due to rounding

Table 41. Instructors

How many of your instructors make you feel like you can succeed in their classes?	
All	42%
Most	42%
Some	13%
Few	3%
None	0%

Note: figures may not total 100% due to rounding

Table 42. Courses and Instructors

	All or Most
How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?	82%
How many of your instructors make you feel like you can succeed in their classes?	84%

Table 43. Attending SBCC Again

If you could start over, would you attend SBCC?	
Yes	84%
No	5%
Maybe	10%

Note: figures may not total 100% due to rounding

Table 44. Attending SBCC Again By Gender

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Male	83%	5%	12%
Female	85%	6%	9%

Table 45. Attending SBCC Again By Age

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
17 or younger	83%	8%	8%
18-21	82%	7%	12%
22-29	88%	4%	8%
30-39	84%	3%	13%
40-59	93%	0%	7%
60 or older	100%	0%	0%

Note: figures may not total 100% due to rounding

Table 46. Attending SBCC Again By Ethnicity

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Asian-American	68%	14%	18%
Black/African-American/Non-Hispanic	100%	0%	0%
Hispanic	84%	5%	11%
White/Non-Hispanic	86%	5%	9%
American Indian/Alaskan Native	80%	0%	20%
Filipino	100%	0%	0%
Other	89%	0%	11%

Note: figures may not total 100% due to rounding

Table 47. Attending SBCC Again By Native Language

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
English is native language	86%	5%	9%
English is not native language	79%	7%	14%

Note: figures may not total 100% due to rounding

Table 48. Attending SBCC Again By Foreign Status

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
International Students	72%	6%	22%
Domestic Students	85%	5%	10%

Note: figures may not total 100% due to rounding

As expected, 64% of the respondents have encountered some obstacles that prevented them from being successful in their courses. The top obstacle was the work schedule (31%) followed by the instructor's teaching style/approach (24%). While issues related to conflicts between students' work and course schedule are being already addressed though alternative instructional offerings, the instructor's teaching style/approach might be an area to be further investigated (see Table 49). The third obstacle was family responsibilities (22%). Parking rated fairly high, with 19% of the respondents indicating that this was an obstacle. However, this percentage is not as low as one might expected given the persistent discussions about parking shortages.

Table 49. Obstacles to Course Success

Have you encountered obstacles that prevent you from being successful in your classes?	
Yes	64%
No	36%
If yes, which one(s)? (more than one answer allowed)	
Work schedule	31%
Instructor's teaching style/approach	24%
Family responsibilities	22%
Parking	19%
Financial need	18%
Course schedule	12%
Other	11%
Transportation	10%
Housing	8%
Child care	5%
Information availability	4%
Faculty availability	2%

Course Scheduling and Location

In terms of course scheduling, responses to the 2001 survey are consistent with the responses provided in 1997. Respondents in 2001 are only slightly more willing to consider enrolling in courses both on Friday mornings and afternoon than their counterparts in 1997. 49% of the respondents would consider enrolling in Friday morning courses compared to 46% in 1997, while 31% would be willing to enroll on Friday afternoon compared to 29% in 1997. Evening classes are popular, less so classes from 7:00 p.m. to 9:50 p.m. as are afternoon classes (see Table 50).

Table 50. Days and Times Courses Are Offered

Would you consider enrolling in courses you needed if they were offered at the following days and times?	Yes	No	Maybe
Friday and/or Saturday Classes that Meet Once a Week			
Friday mornings (9:00 AM to 11:50 AM)	49%	35%	15%
Friday afternoons (1:00 PM to 3:50 PM)	31%	49%	20%
Saturday mornings (9:00 AM to 11:50 AM)	27%	57%	17%
Saturday afternoons (1:00 PM to 3:50 PM)	20%	63%	17%
Evening Classes			
5:00 PM to 6:15 PM, twice a week	61%	21%	18%
5:30 PM to 6:45 PM, twice a week	59%	22%	19%
6:00 PM to 8:50 PM, once a week	62%	21%	17%
7:00 PM to 9:50 PM, once a week	43%	36%	21%
Afternoon Classes			
2:00 PM to 3:15 PM, twice a week	56%	31%	13%
3:30 PM to 4:45 PM, twice a week	49%	35%	16%
2:00 PM to 5:00 PM, once a week	44%	38%	19%

Note: figures may not total 100% due to rounding

Students were interested in accelerated courses. Interestingly, 10% more students were interested in the 16-week calendar than in the 9-week calendar, maybe because of the number of hours they would be required to meet per week (see Table 51). Thus, the interest of the college to explore the feasibility of the 16-week calendar is supported by the students' preferences.

Table 51. Accelerated Courses

	Yes	No	Maybe
Accelerated Courses: Complete a Semester-Length Course in Less than 18 Weeks			
Would you enroll in courses that could be completed in 9 weeks instead of 18 weeks? (A typical three-unit, nine week course would meet six hours a week for 9 weeks instead of 3 hours a week for 18 weeks.)	59%	15%	26%
Would you enroll in courses that could be completed in 16 weeks instead of 18 weeks? (A typical three-unit, 16-week course would meet three hours and 23 minutes a week for 16 weeks instead of three hours a week for 18 weeks.)	69%	9%	22%

The college has offered online instruction since Fall 1998. In terms of responses regarding preferences for alternate methods of instruction, there are some departures from the 1997 survey. In 1997, the self paced format was the top choice with 56% of the respondents indicating that they would enroll in such a course. In 2001, the self-paced format has dropped to 44% of decided individuals to enroll in such a format. The top choice in 2001, combination of Internet and on-campus class meetings, received 57% of the responses similar to the 54% received in 1997 (see Table 52). Adding TV to the equation has a negative effect on students' interest, the percentage dropping to 38% (lower than 46% in 1997). The 1997 version of the survey did not have an option of online only. In 2001, 35% of the respondents indicated that they would enroll in such a course while 40% of the respondents would not. The relatively low percentage of students interested in enrolling in totally online classes is somewhat surprising given the progress made in this area by SBCC and other colleges. It is also important to note that the students who received this survey were in on-campus sections (which does not mean that they could not have been also enrolled in an online class in Spring 2001 or a prior semester). As an upcoming study that looks at online instruction indicates, the combination of online and on-campus classes are on average significantly less successful in terms of student course completions and attrition than totally online classes. Thus, although the expressed interest in such classes appears higher than in totally online classes, this does not mean that the students have better chances to be successful or persist.

Table 52. Alternate Methods of Instruction

Would you consider enrolling in courses you needed if they were offered:	Yes	No	Maybe
Through a combination of the Internet and on-campus class meetings	57%	21%	23%
In a self-paced format	44%	31%	25%
Through a combination of TV, the Internet, and on-campus class meetings	38%	29%	33%
Through the Internet only	35%	40%	25%

Note: figures may not total 100% due to rounding

The preferences for course location in 2001 are very consistent with those expressed in 1997. The most popular alternate location is downtown Santa Barbara – 61% (62% in 1997), followed by Goleta – 51% (48% in 1997). The least preferred location is Carpinteria – 10% (15% in 1997) (see Table 53).

Table 53. Location of Courses

Would you take courses if they were offered at locations in:	Yes	No	Maybe
Downtown Santa Barbara	61%	18%	21%
Goleta	51%	33%	16%
Other	41%	45%	14%
Carpinteria	10%	77%	14%

Note: figures may not total 100% due to rounding

Discussion and Implications for the College

Overall, the results of the 2001 survey indicate a high degree of satisfaction with the various aspects of the college. The results are consistent to a large degree to the 1997 except for areas such as computer ownership, Internet access and e-mail. The main findings of the survey are as follows:

- 80% of the respondents were employed, 56% at least 20 hours/week. Of the students who were employed, 46% reported that their job was not related to their major and 29% reported that it was related or somewhat related (compared to 46% related or somewhat related in 1997).
- The majority of the students expressed a high degree of satisfaction with the quality of the instruction, relations with faculty and faculty availability, course offerings, support services and the learning environment at the college. The enrollment and registration process appears to draw some lack of satisfaction than other areas mentioned, with 12% of the respondents thinking that the enrollment and registration process is not efficient and convenient. However, 59% of the respondents strongly agreed or agreed to the contrary.
- The perceived progress made in various academic and non-academic areas is generally good. Several areas appeared as more problematic, with 25% of more respondents indicating that they made no progress in the following:
    a. Developing an ability to speak and understand another language
    b. Understanding mathematical concepts such as probabilities, proportions, etc.
    c. Solving problems using math
    d. Developing an understanding of scientific concepts
    e. Developing good health habits and physical fitness

- 82% of the respondents owned a computer (compared to 63% in 1997). Computer ownership does not vary by gender but some variations did occur by age and ethnicity, with younger students owning a computer at higher rates than older students and Filipino and Hispanic student owning a computer at lower rates than the other ethnic groups.
- 89% of the respondents had Internet access and 85% had an e-mail account. The most notable finding in this category of questions was that 67% of the respondents 60 or older do not have Internet access.
- Students participation in out-of-class activities is limited. 23% of the respondents were interested in participating in a sport while at SBCC but only 6% actually did.

- 84% of the respondents would attend SBCC again if they were starting over. The positive responses were generally across all student groups. International, Asian-American and non-native English speakers, respectively were the groups with somewhat lower percentages indicating that they would attend SBCC again (72%, 68% and 79%, respectively).
- 64% of the respondents felt they encountered some obstacle that prevented them from being successful. The top three obstacles in descending order were: work schedule (31%), instructor's teaching style/approach (24%) and family responsibility (22%).
- The impact of printed sources of information is still high but lower than in 1997. More students indicated using the web for obtaining information about the college than in 1997.
- Students continue to be interested in alternative methods of instructional delivery. The top choice was a combination of online and on-campus (57%) while online only was the least desired option (35%). This latter finding is somewhat contradictory to the trend of expanding online higher education but is consistent with the direction in which the college is moving of offering more hybrid (combination online and on campus) classes than totally online classes (upcoming evaluation of online classes – Fall 1999 – Fall 2000).
- Students are more interested in the 16-week schedule than the 9-week schedule (69% compared to 59%).

The findings of the survey provide support for the directions the college is taking regarding alternative scheduling and instructional delivery, expanding courses and certificates related to occupational skills, enhancement of students services and their integration with instruction. The significant progress made in computer ownership by students will facilitate these directions. Some areas of concern do exist, including the lower rate of computer ownership by Hispanic students and the lack of perceived progress in areas such as math and sciences.

Overall, the results of the survey re-affirm the efforts of the college, its faculty and staff to maintain an academic, physical and psychological environment that facilitates student success and students' satisfaction with their college experiences at SBCC.

Appendix 1. Survey Form 1

Student College Experiences Survey

DIRECTIONS

This survey is designed to gather information that will enable Santa Barbara City College to better serve the educational needs of its students. This survey should take about 10 minutes to complete. The responses to this survey are anonymous. DO NOT write your name or Social Security number on this form. Please respond to this survey in class and return the completed form to your instructor. Thank you for taking the time to respond to the items on this form.

Please respond to each of the following questions. Fill in ONLY ONE ANSWER unless otherwise stated. Please **fill in EACH CIRCLE COMPLETELY** like this ● DO NOT check or circle like this Ø ⊗ ◎ .

1. Your age:
   - O 17 or younger
   - O 18-21
   - O 22-29
   - O 30-39
   - O 40-59
   - O 60 or older

2. Your gender:
   - O Male
   - O Female

3. What is your predominant ethnic background?

   Please fill in ONE:
   - O Asian-American
   - O Black/African-American/Non-Hispanic
   - O Hispanic
   - O White/Non-Hispanic
   - O American Indian/Alaskan Native
   - O Filipino
   - O Other _____

   (Please specify)

4. Is English your native language?
   - O Yes
   - O No

5. Are you an international student (F1, J1 Visas)?
   - O Yes
   - O No

6. During the time college is in session, about how many hours a week do you usually spend **working for pay**?
   - O 0 hours
   - O 1-19 hours
   - O 20-29 hours
   - O 30-39 hours
   - O 40 hours or more

7. Is your employment related to your major at SBCC?
   - O Related
   - O Somewhat related
   - O Not related
   - O Not employed
   - O No declared major at SBCC

8. What is your cumulative GPA at SBCC?
   - O Less than 1.99
   - O Between 2.00-2.49
   - O Between 2.50-2.99
   - O Between 3.00-3.49
   - O 3.50 or higher
   - O 1st Semester at SBCC – no GPA yet
   - O Not certain

9. In how many units are you enrolled this semester?
   - O 1-6.9 units
   - O 7-11.9 units
   - O 12-14.9 units
   - O 15 units or more

10. Including the units you are taking now, what is the total number of course units you have completed at SBCC?

- O 1-15 units
- O 16-30 units
- O 31-45 units
- O 46-60 units
- O Over 60 units
- O Not certain

11. About how many hours a week do you usually spend preparing for all your classes (e.g., reading, studying, completing assignments)?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

12. About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

13. What is your **most important reason** for attending SBCC at this time?

Please fill in ONE:

- O To satisfy a personal interest (cultural, social, meet people my age, etc.)
- O To prepare for transfer to a four-year college or university
- O To improve my English, reading or math skills
- O To gain skills necessary to retrain, remain current, or advance in a current job or occupation
- O To gain skills necessary to enter a new job or occupation
- O To explore my career interests/options
- O To earn a vocational certificate
- O To complete an AA or AS Degree
- O Other _____

(Please specify)

14. Are you in:

Please fill in all that apply:

- O EOPS/CARE
- O TAP
- O DSPS
- O Athletics
- O ESL Classes
- O Financial Aid

USE OF COMPUTERS

15. Do you own a personal computer?

- O Yes
- O No
- O No, but I plan to purchase one in the next year

16. Do you have Internet access?

- O Yes
- O No

If yes, where? ***Please fill in all that apply:***

- O Home
- O Work
- O SBCC
- O Other

17. Do you have your own email account?

- O Yes
- O No

If yes, is the email account:

- O Provided by your job
- O Personal
- O Both

18. If you were asked to complete a course-related assignment that required using a computer, how would you complete the assignment?

Please fill in all that apply:

- O Use a computer at home
- O Use a computer at work
- O Use a computer at SBCC
- O Use a computer located in an off-campus site other than my home or workplace

19. Do you feel you have mastered the computer well enough to complete assignments in your academic classes?

- O Yes
- O No
- O Not applicable

20. When using a computer, do you need any special technology to accommodate a physical or learning disability?

- O No
- O Yes
- O Not certain

INFORMATION ABOUT SBCC

21. We have used the following sources to inform the public about the College. Which of the following announcements did you hear or see this past year?

Please fill in all that apply:

- O Information from the SBCC Catalog and/or direct-mail Class Schedule
- O Announcements on radio station(s). Please list station(s) _____
- O Letter from SBCC
- O Santa Barbara News Press
- O Santa Barbara Independent
- O KEYT (television)
- O Channel 18, 19 or 8 (cable announcements)
- O Internet-based information about the College (SBCC Website)
- O Presentation by SBCC staff at high school and/or community college events (e.g., SBCC Preview Night)
- O Information from published directories/guides such as Peterson's Guide to Two-Year Colleges
- O Other _____

(Please specify)

ESTIMATE OF GAINS

In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?

	Very Much	Quite a Bit	Some	Very Little	None
22. Developing an understanding and enjoyment of literature (e.g., novels, stories, essays, poetry)	O	O	O	O	O
23. Developing an appreciation of arts and music	O	O	O	O	O
24. Becoming aware of different philosophies, cultures, and ways of life	O	O	O	O	O
25. Solving problems using math	O	O	O	O	O
26. Developing an understanding of scientific concepts	O	O	O	O	O
27. Developing an ability to speak and understand another language	O	O	O	O	O
28. Learning more about other parts of the world and other people (e.g., Asia, Africa, Europe, South America, Australia)	O	O	O	O	O
29. Understanding myself, my abilities and interests	O	O	O	O	O
30. Putting ideas together to see relationships, similarities, and differences	O	O	O	O	O
31. Developing an interest in political and economic events	O	O	O	O	O
32. Developing career goals	O	O	O	O	O
33. Acquiring the skills to enter the workforce or advance in my career	O	O	O	O	O
34. Acquiring the ability to use computers	O	O	O	O	O
35. Understanding mathematical concepts such as probabilities, proportions, etc.	O	O	O	O	O
36. Developing the ability to learn on my own, pursue ideas, and find information I need	O	O	O	O	O
37. Seeing the importance of history to understand the present as well as the past	O	O	O	O	O
38. Developing good health habits and physical fitness	O	O	O	O	O
39. Developing good self-management habits for success in college/life	O	O	O	O	O

Appendix 2. Survey Form 2

Student College Experiences Survey

DIRECTIONS

This survey is designed to gather information that will enable Santa Barbara City College to better serve the educational needs of its students. This survey should take about 10 minutes to complete. The responses to this survey are anonymous. DO NOT write your name or Social Security number on this form. Please respond to this survey in class and return the completed form to your instructor. Thank you for taking the time to respond to the items on this form.

Please respond to each of the following questions. Fill in ONLY ONE ANSWER unless otherwise stated. **Fill in EACH CIRCLE COMPLETELY** like this ● DO NOT check or circle like this Ø ⊗ ◎ .

1. Your age:
   - o 17 or younger
   - o 18-21
   - o 22-29
   - o 30-39
   - o 40-59
   - o 60 or older

2. Your gender:
   - o Male
   - o Female

3. What is your predominant ethnic background?

   Please fill in ONE:
   - o Asian-American
   - o Black/African-American/Non-Hispanic
   - o Hispanic
   - o White/Non-Hispanic
   - o American Indian/Alaskan Native
   - o Filipino
   - o Other _____

   (Please specify)

4. Is English your native language?
   - o Yes
   - o No

5. Are you an international student (F1, J1 Visas)?
   - o Yes
   - o No

6. During the time college is in session, about how many hours a week do you usually spend **working for pay**?
   - o 0 hours
   - o 1-19 hours
   - o 20-29 hours
   - o 30-39 hours
   - o 40 hours or more

7. Is your employment related to your major at SBCC?
   - o Related
   - o Somewhat related
   - o Not related
   - o Not employed
   - o No declared major at SBCC

8. What is your cumulative GPA at SBCC?
   - o Less than 1.99
   - o Between 2.00-2.49
   - o Between 2.50-2.99
   - o Between 3.00-3.49
   - o 3.50 or higher
   - o 1st Semester at SBCC – no GPA yet
   - o Not certain

9. In how many units are you enrolled this semester?
   - o 1-6.9 units
   - o 7-11.9 units
   - o 12-14.9 units
   - o 15 units or more

10. Including the units you are taking now, what is the total number of course units you have completed at SBCC?

- O 1-15 units
- O 16-30 units
- O 31-45 units
- O 46-60 units
- O Over 60 units
- O Not certain

11. About how many hours a week do you usually spend preparing for all your classes (e.g., reading, studying, completing assignments)?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

12. About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

13. What is your **most important reason** for attending SBCC at this time?

Please fill in ONE:

- O To satisfy a personal interest (cultural, social, meet people my age, etc.)
- O To prepare for transfer to a four-year college or university
- O To improve my English, reading or math skills
- O To gain skills necessary to retrain, remain current, or advance in a current job or occupation
- O To gain skills necessary to enter a new job or occupation
- O To explore my career interests/options
- O To earn a vocational certificate
- O To complete an AA or AS Degree
- O Other _____

(Please specify)

14. Are you in:

Please fill in all that apply:

- O EOPS/CARE
- O TAP
- O DSPS
- O Athletics
- O ESL Classes
- O Financial Aid

HOUSING

15. Did you use the College's Housing Office to find a place to live while attending classes at SBCC?

- O Yes
- O No, I did not need the services of the Housing Office
- O No, I was not aware that the College has a Housing Office

STUDENT SATISFACTION WITH SBCC

Based on your experiences at SBCC, to what extent do you agree with each of the following statements:

		Strongly Agree	Agree	Somewhat Agree	Disagree	Not Sure
16.	The quality of instruction in most classes is excellent	O	O	O	O	O
17.	Classes are scheduled at times that are convenient	O	O	O	O	O
18.	Faculty are knowledgeable in their fields	O	O	O	O	O
19.	The classes I needed were available when I registered	O	O	O	O	O
20.	The College enrollment and registration processes are convenient and efficient	O	O	O	O	O
21.	There is a good variety of courses offered at SBCC	O	O	O	O	O
22.	On the whole, the College campus and classrooms are well maintained	O	O	O	O	O
23.	I am able to experience intellectual growth at the College	O	O	O	O	O
24.	When needed, I am able to meet my instructors outside of class	O	O	O	O	O
25.	My instructors provide me with timely feedback on my class performance	O	O	O	O	O
26.	My instructors are helpful and supportive	O	O	O	O	O
27.	Most students at SBCC are friendly and supportive of one another	O	O	O	O	O
28.	There are places on campus to meet and study with other students	O	O	O	O	O
29.	The College's counselors with whom I have contact are helpful, considerate and knowledgeable	O	O	O	O	O
30.	The College's staff with whom I have had contact are helpful, considerate and knowledgeable	O	O	O	O	O

PARTICIPATION IN OUT-OF-CLASS ACTIVITIES

How often have you:

		Very Often	Often	Occasionally	Never
31.	Read the Channels to learn about events taking place on campus	O	O	O	O
32.	Attended a meeting of a student club or organization	O	O	O	O
33.	Attended a noontime college-sponsored activity on campus (e.g., speakers, bands)	O	O	O	O
34.	Attended a college-sponsored career development or transfer information activity on campus (e.g., Transfer Day, Career Day, UCSB Major Day)	O	O	O	O

35.During the current academic year, have you;

Please fill in all that apply:

- o Participated in campus-based clubs and organizations
- o Participated in a community volunteer activity
- o Attended a theatre production (play) or music concert at SBCC
- o Attended a theatre production or music concert off-campus
- o Visited the Santa Barbara Art Museum
- o Visited the Santa Barbara Botanical Garden
- o Participated in intercollegiate athletics
- o Attended an athletic event at SBCC

36.Are you interested in participating in an intercollegiate sports team at SBCC?

- o Yes
- o No

If yes, please list the intercollegiate sports teams in which you are interested:

_____

_____

Thank you for completing this survey.

Appendix 3. Survey Form 3

Student College Experiences Survey

DIRECTIONS

This survey is designed to gather information that will enable Santa Barbara City College to better serve the educational needs of its students. This survey should take less than 10 minutes to complete. The responses to this survey are anonymous. DO NOT write your name or Social Security number on this form. Please respond to this survey in class and return the completed form to your instructor. Thank you for taking the time to respond to the items on this form.

Please respond to each of the following questions. Fill in ONLY ONE ANSWER unless otherwise stated. Please **fill in EACH CIRCLE COMPLETELY** like this ● DO NOT check or circle like this Ø ⊗ ◎ .

1. Your age:
   - o 17 or younger
   - o 18-21
   - o 22-29
   - o 30-39
   - o 40-59
   - o 60 or older

2. Your gender:
   - o Male
   - o Female

3. What is your predominant ethnic background?

   Please fill in ONE:
   - o Asian-American
   - o Black/African-American/Non-Hispanic
   - o Hispanic
   - o White/Non-Hispanic
   - o American Indian/Alaskan Native
   - o Filipino
   - o Other _____

   (Please specify)

4. Is English your native language?
   - o Yes
   - o No

5. Are you an international student (F1, J1 Visas)?
   - o Yes
   - o No

6. During the time college is in session, about how many hours a week do you usually spend **working for pay**?
   - o 0 hours
   - o 1-19 hours
   - o 20-29 hours
   - o 30-39 hours
   - o 40 hours or more

7. Is your employment related to your major at SBCC?
   - o Related
   - o Somewhat related
   - o Not related
   - o Not employed
   - o No declared major at SBCC

8. What is your cumulative GPA at SBCC?
   - o Less than 1.99
   - o Between 2.00-2.49
   - o Between 2.50-2.99
   - o Between 3.00-3.49
   - o 3.50 or higher
   - o 1st Semester at SBCC – no GPA yet
   - o Not certain

9. In how many units are you enrolled this semester?
   - o 1-6.9 units
   - o 7-11.9 units
   - o 12-14.9 units
   - o 15 units or more

10. Including the units you are taking now, what is the total number of course units you have completed at SBCC?

- O 1-15 units
- O 16-30 units
- O 31-45 units
- O 46-60 units
- O Over 60 units
- O Not certain

11. About how many hours a week do you usually spend preparing for all your classes (e.g., reading, studying, completing assignments)?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

12. About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?

- O Less than 2 hours
- O Between 2-4 hours
- O Between 5-8 hours
- O More than 8 hours

13. What is your **most important reason** for attending SBCC at this time?

Please fill in ONE:

- O To satisfy a personal interest (cultural, social, meet people my age, etc.)
- O To prepare for transfer to a four-year college or university
- O To improve my English, reading or math skills
- O To gain skills necessary to retrain, remain current, or advance in a current job or occupation
- O To gain skills necessary to enter a new job or occupation
- O To explore my career interests/options
- O To earn a vocational certificate
- O To complete an AA or AS Degree
- O Other _____

(Please specify)

14. Are you in:

Please fill in all that apply:

- O EOPS/CARE
- O TAP
- O DSPS
- O Athletics
- O ESL Classes
- O Financial Aid

COLLEGE ENVIRONMENT

15. How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?

- O All
- O Most
- O Some
- O Few
- O None

16. Do you feel that SBCC is a stimulating place to be?

- O All of the time
- O Most of the time
- O Some of the time
- O Seldom

17. How many of your instructors make you feel that you can succeed in their classes?

- O All
- O Most
- O Some
- O Few
- O None

18. If you could start over, would you attend SBCC?

- O Yes
- O No
- O Maybe

19. Have you encountered obstacles that prevent you from being successful in your classes?

- O Yes
- O No

If yes, which one(s)? ***Please fill in all that apply:***

- O Family responsibilities
- O Work schedule
- O Child care
- O Course schedule
- O Instructor's teaching style/approach
- O Faculty availability
- O Information availability
- O Financial need
- O Transportation
- O Parking
- O Housing
- O Other _____

(Please specify)

DAYS AND TIMES COURSES ARE OFFERED

Would you consider enrolling in courses you needed if they were offered at the following days and times?

Friday and/or Saturday Classes that Meet Once a Week	Yes	No	Maybe
20. Friday mornings (9:00 AM to 11:50 AM)	O	O	O
21. Friday afternoons (1:00 PM to 3:50 PM)	O	O	O
22. Saturday mornings (9:00 AM to 11:50 AM)	O	O	O
23. Saturday afternoons (1:00 PM to 3:50 PM)	O	O	O

Evening Classes	Yes	No	Maybe
24. 5:00 PM to 6:15 PM, twice a week	O	O	O
25. 5:30 PM to 6:45 PM, twice a week	O	O	O
26. 6:00 PM to 8:50 PM, once a week	O	O	O
27. 7:00 PM to 9:50 PM, once a week	O	O	O

Afternoon Classes	Yes	No	Maybe
28. 2:00 PM to 3:15 PM, twice a week	O	O	O
29. 3:30 PM to 4:45 PM, twice a week	O	O	O
30. 2:00 PM to 5:00 PM, once a week	O	O	O

Accelerated Courses: Complete a Semester-Length Course in Less than 18 Weeks	Yes	No	Maybe
31. Would you enroll in courses that could be completed in 9 weeks instead of 18 weeks? (A typical three-unit, nine-week course would meet six hours a week for 9 weeks instead of three hours a week for 18 weeks.)	O	O	O
32. Would you enroll in courses that could be completed in 16 weeks instead of 18 weeks? (A typical three-unit, 16-week course would meet three hours and 23 minutes a week for 16 weeks instead of three hours a week for 18 weeks.)	O	O	O

ALTERNATE METHODS OF INSTRUCTION

Would you consider enrolling in courses you needed if they were offered:	Yes	No	Maybe
33. Through a combination of the Internet and on-campus class meetings	O	O	O
34. Through a combination of TV, the Internet and on-campus class meetings	O	O	O
35. Through the Internet only	O	O	O
36. In a self-paced format	O	O	O

LOCATION OF COURSES

Would you take courses if they were offered at locations in:	Yes	No	Maybe
37. Goleta	O	O	O
38. Carpinteria	O	O	O
39. Downtown Santa Barbara	O	O	O
40. Other_____ (Please specify)	O	O	O

Thank you for completing this survey.